

Maritime Adventures: Tactical Strategy Room 2

Language Arts / Math/ Testing Taking Skills Grades 4 and 5

Stage 1 – Desired Results	
Established Goals <ul style="list-style-type: none">❖ ELA4LSV1 and ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.❖ ELA4LSV2 and ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.❖ Students will use self-monitoring and other metacognitive strategies to increase their chances of choosing correct answer choices on multiple choice tests.	
Understanding Students will understand ... <ul style="list-style-type: none">❖ There are explicit test taking strategies they can use to identify correct answers on multiple choice tests.❖ How to monitor their thinking processes to assist them on tests	Essential Questions <ul style="list-style-type: none">❖ How do I increase the chances of choosing the correct answer on a multiple choice test?❖ What do I do if I don't know the correct answer to a multiple choice question?❖ How can I use my inner voice to help me with test questions?
Students will know... <ul style="list-style-type: none">❖ Elimination of obviously wrong answer choices will increase the chance of choosing a correct answer on multiple choice tests.❖ There are many different types of questions.❖ What to do if they do not know then answer to a multiple choice question.	Students will be able to... <ul style="list-style-type: none">❖ Use the process of elimination to increase the chance of getting the correct answer on a multiple choice question.❖ Recognize different types of questions and answer them appropriately by using their metacognitive abilities.❖ Monitor their own attention, concentration, thought patterns and emotions.❖ Listen to their inner voices to help them choose correct answers.

Stage 2 – Assessment Evidence

Performance Tasks

- ❖ Listen to a power point presentation about explicit test taking strategies
- ❖ Participate in group discussion in which they share their strategies for choosing correct answers.
- ❖ Use explicit test taking strategies to answer sample test questions.
- ❖ Strategies taught will include the following: **1)** elimination of obviously wrong answers using the mark out or put on hold strategy **2)** Statements that begin with *always, never, none, except, most, or least* are probably not the right answer **3)** How to use keywords and matching to choose correct answers **4)** Monitoring their own thinking processes and listening to their inner voices to assure they understand the question and how to answer it **5)** Using answer choices to select correct answers **6)** Using estimation to locate correct answers **7)** Using KFC strategy for math problems **8)** Determining how to guess when the answer is not known.

Key Criteria

- ❖ Students will use explicit test taking strategies to choose correct answers
- ❖ Students will use self-monitoring.
- ❖ Students will use self-talk strategies and recognize their inner voices.

Other Evidence

- ❖ Successful participation in classroom tests and quizzes
- ❖ Successful participation in high-stakes testing

Stage 3 – Learning Plan

- ❖ Teacher says, “Welcome back to Maritime Adventures! Remember me? I’m _____, and I am going to be your host for the next sixty minutes. Please take a seat around your ship.” *Students sit down in a circle around their ship’s poster.*
- ❖ The teacher says, “*The ships’s horn sounds. If students do not get quiet immediately, the teacher and captains need to remind everybody to sit down and listen.*”

Teacher refers to the Powerpoint presentation:

- ❖ Slide 1: Teacher says: “***Good morning sailors and soldiers. Welcome to the Maritime Adventures Tactical Strategy Room. Here you will learn specific strategies for targeting the correct answer choices when taking a multiple choice examination.***”
- ❖ Slide 2: Teacher says, “***Let’s start by talking about what I mean by tactical strategies.***” (read the slide). Now teacher says, “***Okay, students, let me tell you some tactical strategies that I already know and maybe you can think of some others to share at the end of the presentation.***”

- ❖ Slide 3: Teacher says, ***“Now let’s discuss the CRCT. What is it and what does it mean? Why is it so important?”*** (read slide) Now teacher says, ***“You may have noticed that your scores on the CRCT are reported in the newspaper, on the television news, and are posted on the internet. After your scores are reported or published for everyone to see, your scores can be seen by anyone in the country who wants to see them, so it’s very important for you to put your best effort into the test so that the whole world can see what good students we have here at Pepperell Elementary School. On top of that, the scores you make on the CRCT are one of the things your teachers use at the end of the year to determine if you should move on to the next grade level or stay behind another year.”***
- ❖ Slide 4: Teacher says, ***“Now that you know just how important the CRCT is and what it’s used for, let’s talk about multiple choice tests. Multiple choice tests are made up of multiple choice questions”*** (read slide). ***“Look at number one on your handout. You will see a question with four answer choices. Let’s practice answering this multiple choice question right now.”*** Teacher will allow students to read the sample question and answer the question on the handout. Teacher will go around and make sure all students answered the question. When everyone is ready, go over the question and correct answer and explain why that is the best answer.
- ❖ Slide 5: Teacher says, ***“Now let’s talk about some strategies that you have probably been taught since you started school and you should already know by now. I like to call these strategies ‘no brainers’ because you should not have to work your brain very hard to know these.”*** (read the slide) ***“Remember that the only person that knows if you need help is you and you have to be responsible for asking for help if you need it. Be sure to raise your hand and ask the teacher to re-read the question or directions if you are unclear on what to do or if you just need to hear it again.”***
- ❖ Slide 6: Teacher says, ***“I have wonderful news! You can write in your test booklet when you take the CRCT.”*** (read top red sentence of slide). ***“Look at your handout at example number 2 and let’s talk about what we may want to underline in this question to help us target the correct answer.”*** (read the question from the handout and allow students to raise their hands to tell what they would underline.) ***“Now, if you are doing a math problem, you can also work your problem in the space next to the question. Now, about your answer sheet...”*** (read the rest of the slide) ***“Students, I know you will find this hard to believe, but I have seen many students draw pictures on their sheets, fold them, and put all kinds of dirty little smudges on the paper. Just so you know, let me explain how these tests are graded. Since every child in the state of Georgia has to take the CRCT, schools are given these answer sheets for their students to bubble in. Then, every school system must send in all the answer sheets to the State Department***

of Education for someone to score. Obviously, it would take hours and hours to grade all these tests by hand, so they have a big machine through which they run the pages. The machine detects the pencil markings and marks it either incorrect or correct. That means that if your answer sheet is messy, the machine may score your test incorrectly. Wouldn't it be awful if you put all this work into passing this test all year long, only to fail because your answer sheet is a mess?" Teacher now has students look at example 3 on the handout to practice filling in bubbles. Teacher goes around the room to check and make sure everyone did it correctly.

- ❖ Slide 7: Teacher says, ***"Now let's get down to business and talk about strategies that you may not be aware of yet."*** (read slide)
- ❖ Slide 8: Teacher will read slide, then direct student attention to example 4 on the handout and students will read the question together. After reading the question, the teacher will demonstrate the elimination strategy as well as the "put on hold" strategy. In the end, teacher will show students how to choose the best answer. Then, students will do the next question independently and must demonstrate the elimination strategy. The teacher will circulate around the room and observe to make sure each student knows how to mark through wrong answers.
- ❖ Slide 9: Teacher will read the slide. Teacher says, ***"Now let's talk about what happens when you don't know the answer or when you just can't remember. Sometimes, you may encounter a question in which you have absolutely no idea what it's talking about or what the right answer may be. Other times, you may encounter a question that you know the answer to, in fact, the answer is right on the tip of your tongue, but you are just blocked and you can't remember. What do you do? Well, first of all, you don't want to spend too much time on one problem. Sometimes when you get stuck on a question, your brain needs a break from it. So, if you can't figure out the question after 5 minutes, put a circle around the question. At the end of the test, you should go back and re-read the question to see if you can remember the answer. If you still don't know the answer, just guess. You should always answer every question, no matter what, because you will only get credit for your right answers. In other words, if you guess at an answer and get it wrong, you will not be counted off for it. You never know....you may get the right answer! Whatever you do, though, be sure you eliminate all the answers that you know are wrong. Be aware that sometimes you may not even be able to eliminate answers, though. In that case, just pick one and fill it in on your answer sheet."***
- ❖ Slide 10: Teacher reads the slide.

- ❖ Slide 11: Teacher reads the slide. Then teacher directs students to look at the next example on the hand-out. Teacher says, ***“Now let me show you what I mean by this. Read this question silently as I read it aloud.”*** (read the question) ***“When you start to work this question out, you will add to find the total. But the question is not asking you for the total. It asks you to find out how much change you will receive. Be sure you are answering the right question. Look at the next example and read it silently as I read it aloud.”*** (read the question) ***“In this question, it asks you to choose the answer choice that is NOT correct. You will have many questions like this, so be sure you know what the question is asking you to find out!”***
- ❖ Slide 12: Teacher reads the slide. ***“Students, you may have many questions on the test to which you just don’t know the answer. Your goal is to target as many correct answers as you possibly can. You do not have to get 100% correct to pass this test. In fact, you only need to get at least half of the questions correct just to pass. Of course, we want you to strive to get way more than that right, but just keep in mind that it is certainly okay to miss a few. It is very seldom that any student gets every single question correct.”***
- ❖ The teacher says, “Well, that’s all the strategies that I have for now. Does anybody have any ideas for others that we haven’t mentioned? *Let students make suggestions and discuss this topic as a group for a few moments.*
- ❖ The teacher says, “We’ve talked about some very important strategies in our session today that I hope you’ll take with you and use whenever you need to manage your own attending, thinking, and feelings. To help you do just that, all of the Maritime Adventures captains, commodores, and even the Supreme Commander have joined together to provide each and every one you with one of these. *The teacher holds up Maritime Adventures pencil.* These may look like ordinary pencils, but --guess again! Yours will, in fact, be the ultimate weapon against the bad testing behaviors that seem to trouble us all, because every time you write with it, you will be reminded to use the techniques that you’ve learned in the Tactical Strategies Planning room during the Christmas Cruise and today. Take one, but place it inside your Maritime Adventures gear bag right away, because these instruments are much too powerful for everyday use. We’re going to put them away and save them for the times we need them most.
- ❖ The teacher says, “That concludes the Tactical Strategy Room procedures for today. Thank you for coming!
- ❖ *At the end of the last module for the day, the teacher makes sure that students have placed all the items they have collected today (buttons, paratroopers, and pencils) in their Maritime Adventures Gear bags and then takes up all bags, keeping them in groups according to the ships to which students are assigned.*